Day 1

**Develop Schema – Pre-Write**

Introduce important topic

* Have a brief class discussion about the topic.

Pass out KWL chart – explain K=What I **Know**, W=What I **Want** to know, L=What I **Learned**.

* Ask students to fill out the K and W.
* Briefly discuss chart with neighbor, followed by sharing with class things they have in common/different.
* Take a poll about the topic- who is pro, who is against, and who is undecided. Split into corresponding groups.
* Have groups collaborate and develop at least 5 strong points with support to reinforce their position. (Undecided group should develop two or three from each position.)

Announce Debate

* Let students decide debate rules. Write on the board. (Some that should definitely be used are only one person talking at a time, no personal attacks, and using a point/counterpoint system of back and forth.)
* Pass out ‘T’ chart and explain to students to fill it out with points during the debate.
* Chose a side to start by reading their first point and then instead of hearing their support, have them argue the opposite position. (For example, if their point is arguing *against* a uniform policy because of restricting personal expression, have them argue *in favor* of the uniform policy because of personal expression restriction.)
* After the other side counters, let them read their first point and also argue the opposite position.
* Discuss if they found it difficult to argue the opposite position. Explain the importance of being familiar with opposing views in argumentative and persuasive debates/papers/discussions.
* Begin debate again this time letting each side argue their original position.
* Wrap up debate giving each side one last chance to express a point and to have it countered.
* Be sure not to reveal your feelings about the topic.
* Ask students if anyone’s opinions have changed and discuss why.

Free Write

* Ask students to fill in the L of the KWL chart with what they learned during the debate.

Action

* Prompt students with questions about what they can do to express their position.
* Once writing a letter is mentioned, express why that is a good way to express points.

Homework

* Pass out materials supporting each position and have students read through to find material they can use in their letters.
* Students should return to class with all materials and a free-write letter. Explain that the letter has no limitations in style or content. The purpose is to free write their opinions in letter form.